

DOES COLLEGE LIFE AFFECT PERSONALITY?

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DOES COLLEGE LIFE AFFECT PERSONALITY?

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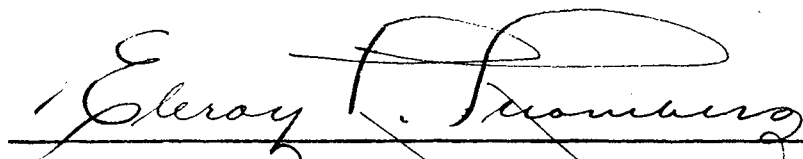
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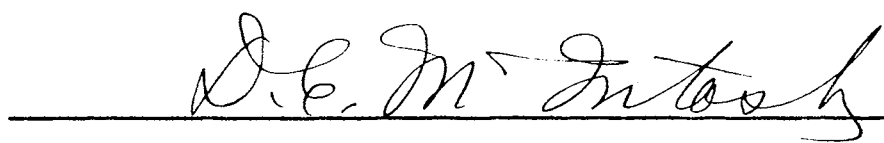
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## CHAPTER I

### Introduction

Since the time of Aristotle there have been attempts to classify personalities, to describe and explain those characteristics of people which make them differ one from the other. The Psychological Index first recognized the growing volume of material on Personality in 1928, when its index listed the topic "Personality, Character, and Temperament."

Personality comes from the Greek word, *persona*, meaning mask. In the ancient Greek theaters, all the parts were played by men who wore masks in order to represent the different characters; consequently, one actor could portray several different "personalities" simply by changing his mask.

Our personalities are certainly masks, masks which are the expressions of the inner self that we show to the world. Sometimes the mask which others see on us is vastly different from the one we may think we express. This difference between the actual self and the impression our friends get of that self, constitutes one of the major problems of this investigation.

Much has been written about personality but there is very little that tells one what it actually is. It

seems to dissolve upon analysis like a wet lump of sugar; existing only as the sum of all its parts in a functional relationship. Because of this complexity, it is a difficult field to enter with tools of measurement, since so much depends upon subtle attitudes and so little on easily measurable quantities. But it can be and is being measured. Until recently it was thought that a thing so intangible as personality could not be gauged by any kind of thermometer. The pioneer investigations by Galton and Pearson of individual differences opened the way to this field. There soon followed many other investigators who, like Thorndike, believed that, "Whatever exists, exists in some amount and can be measured."

Within the last decade many scientific investigations have been made in an attempt to study and measure personality. Various approaches have been used in these investigations. Watson in describing his method says,

"The rule, or measuring rod, which the behaviorists puts in front of him always is: Can I describe this bit of behavior in terms of stimulus and response?"<sup>1</sup>

If it were always possible to sample overt behavior, then Watson's method would be adequate. The adult, however is wary of just those situations in which we might venture to take a behavior sampling.

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1. Watson, J. B., Behaviorism, p. 6, (1925)

Some investigators, followers of Titchener, try to use his method and,

".....seek first of all to analyze mental experience (consciousness) into its many components."<sup>2</sup>

Still others set up a comprehensive set of miscellaneous tests for gauging the personality as a whole. In spite of all the limitations of the psychological methods, the proper analysis may present an amazingly successful differentiation of personalities.

That personality is a progressive formation of a complex pattern from chaotic and disorganized responses, and that, throughout this span it persists even though it changes, has been indicated by many experimenters in the field. Among these are, Watson, Hollingworth, Symonds, Strang, Elliot, Gibson, Groves, Jacks, Dewey, Wieman, Allport, Richmond, Kagawa, and many others.<sup>3</sup>

Watson<sup>4</sup> suggests that there are carry-overs of many organized habit systems of our early youth into adult life. These carry-overs are but manifestations of unconscious mimicry of persons constantly associated with each other. Allport<sup>5</sup> calls this the "echo-principle" and suggests that it appears at the close of the first year. In childhood, deliberate copying becomes a potent

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2. Titchener, E. B., Textbook of Psychology, p. 37, (1913)

3. Titles are listed in bibliography.

4. Watson, J. B., Behaviorism, pp. 239-240, (1925)

5. Allport, G. W., Personality, p. 155, (1937)

factor in the growing personality and attitudes toward ones fellowmen. The pre-school child environment, which is ordinarily constant, is responsible for bringing out the initial and basic adjustments which form the foundation for the building of a personality. Troland<sup>6</sup> emphasizes the importance of foundations laid early in life. Entering school introduces the child to a new situation. He must adjust himself to individuals outside of the family. The growing personality, sharpened and strengthened during adolescence, continues to expand. Experiences of the intellectual, emotional, and social nature have their affect on the maturing personality. Possessions, friends, cultural interests, hobbies, recreations, and one's work, all lead to the incorporation of many new interests once dormant. What one learns to love becomes interwoven into the personality and remains a vital part of the mature product. Watson says,

"If you have an adequate picture of the average individual at thirty you will have it with few changes for the rest of that individual's life--as most lives are lived."<sup>7</sup>

This experiment attempts to determine:

1. Whether self-ratings of personality at the college entrance level remain constant over a period of two and a half years of college life.

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6. Troland, L. T., Mystery of the Mind, p. 171, (1926)

7. Watson, J. B., Behaviorism, p. 223, (1925)



2. The relationship of associates' ratings with self-ratings.

3. Whether personality rating is related to low college aptitude.

4. Whether there is any difference between the Personality Scores of the rural and urban freshman girl.

## CHAPTER II

### Method

This study was made from test data secured from the permanent records in the office of the registrar and by testing 281 college women, students of Oklahoma Agricultural and Mechanical College.

#### Test used:

Beginning with the first semester at Oklahoma Agricultural and Mechanical College in 1935 a general entrance examination was given to all freshmen and other new students. Among this battery of entrance tests was the Royer Personality Inventory.<sup>1</sup> The score on this test along with the others, became a part of the permanent record in the institution.

The test consists of 188 questions designed to "get at neurotic-submissive-introvert tendencies."<sup>2</sup> Typical questions are: "Do you worry over possible misfortunes? Do you like to work with many people around you? Do your moods change readily? Does criticism disturb you greatly? Do you talk spontaneously?" The test is scored by counting those answers which are thought to designate well adjusted personalities.

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1. Royer Personality Inventory--see supplement

2. Personal correspondence with Dr. Royer

In analyzing the test key to determine what constituted a good score, the questions were studied and classified into three groups: (1) the extrovert-introvert; (2) the dominant-submissive; and (3) the desirable-neurotic. Since the test was designed to indicate an integrated personality rather than differentiated tendencies, the statement of the questions allows much over-lapping in this grouping. However, in any case, the answer given as correct on the answer key is that which would be given by the dominant, extrovert, and desirable person. Hence the higher the score, the stronger is the indication of a dominant, extroverted, and non-neurotic person.

The subjects and instructions:

Forty-six of the students who took this test in September 1935 were given the same test again in January 1938. No attempt at selection was used. The group was composed of regular upper-classmen living in Murray Hall,<sup>3</sup> consequently a representative sample of the departments in the college has been secured. Each of the forty-six subjects was tested individually and at her own leisure. In the testing procedure the interview method was followed. At this time the tester assured the subject that, if she were interested, she would be told her original score,

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3. Murray Hall is the only dormitory for women on the campus. It accommodates 550 college students. All classes including graduate students are equally distributed throughout the building.

the new one, and whether or not this indicated an improvement. This stimulated interest and inspired cooperation. The student was also asked to list on the back of her test blank the names of five of her best girl friends. These, she was told, were to be used to see if she chose friends who were much like herself. It was thought to be desirable that the individual should not know that she would be rated by the friends she listed.

From the five friends which the subject listed, two were chosen to make a "friendship-rating" of the subject. In a personal conference the tester instructed the friend that the subject did not and would not know who rated her; roommates then were eliminated. Thus the rater need have no inhibitions in making her rating.

Where large differences between the two friendship-ratings were found, a third rating was secured. A total of 110 friendship-ratings were therefore made.

The last group to be tested was composed of 135 college freshmen girls, who are regular students living in Murray Hall. These students are high school graduates from 91 towns and cities in Oklahoma, Kansas, Arkansas, and Texas. The majority of students reside in Oklahoma. The ages of the girls range from sixteen to twenty-two years, the average age of the group being approximately seventeen and one-half years.

A brief personal questionnaire accompanied the test. It was designed to obtain information concerning the student's background; such as, her age, the name of the high school which she attended, and whether or not she had ever lived on the farm; if so, the number of years and her age while there.

The Fifteenth Census of the United States (1930) was used as a basis for determining the division of the rural from the urban girls. As defined,

"Urban population is in general that residing in cities and other incorporated places having 2,500 inhabitants or more. The remainder being classified as rural."

Finally the Personality Inventory score and the grade point average for the first semester was secured for thirty-six non-matriculate<sup>4</sup> students living in Murray Hall. These students represented an unselected group of freshmen and transfer students entering Oklahoma Agricultural and Mechanical College for the first time.

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4. Students ranking in the lower fourth on the entrance tests. Bulletin Oklahoma Agricultural and Mechanical College, 46 General Catalog Issue, 1937-1938, p. 48

### CHAPTER III

#### Results and Discussion

##### A Comparison of Self-ratings over a Period of Two and One-half Years.

The self-rating scores for 1935 and 1938 are listed in Table I. The scores for 1935 range from 60 to 152 (or 92 points) and for 1938 from 87 to 161 (or 73 points). According to these limits the group as a whole is slightly more adjusted in 1938 than in 1935. The difference in the scores for each subject is shown in column 4 of Table I. Of the forty-six differences, thirty-two varied ten points or more. Twenty-eight of these show an increase and four a decrease. The average increase in the scores during the  $2\frac{1}{2}$  years is a positive twelve points.

The mean, the standard deviation of the distribution, and the standard deviation of the mean of each group were calculated and the difference between the means was obtained. The mean for the group in 1935 is 113.13 and for 1938 is 121.85, making a difference between the means of 8.72. The standard deviations of the distributions are 21.7 and 19.54 respectively. This relation is shown in the following graph, Figure I.

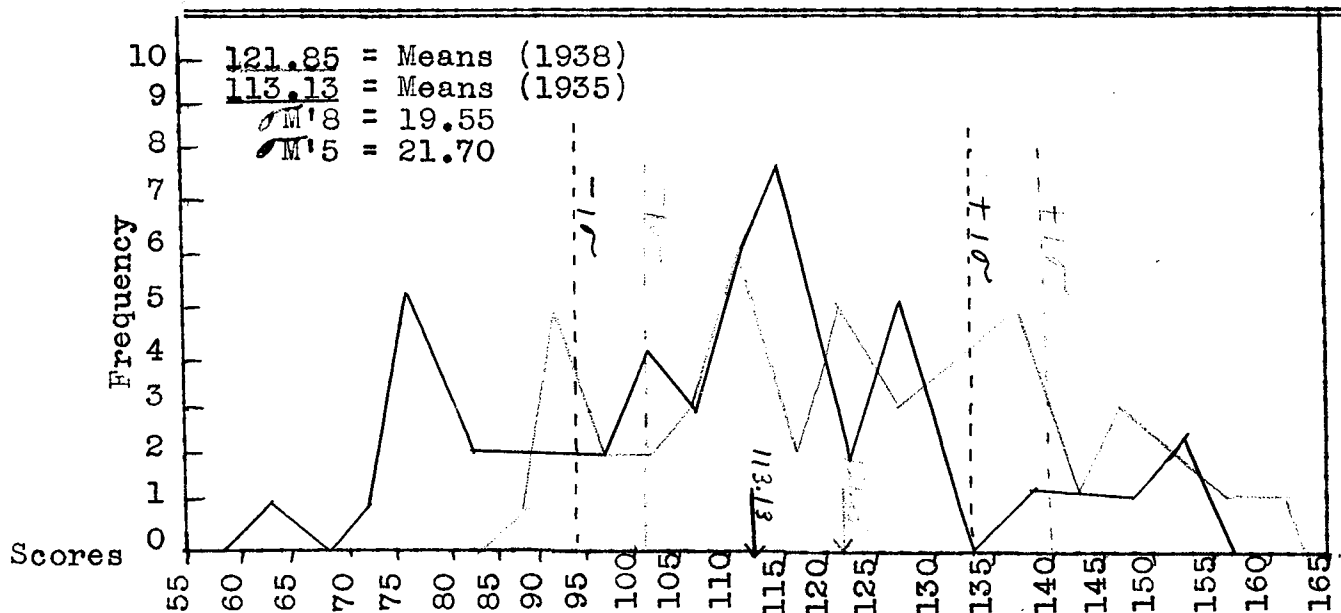
Table I

SELF-RATING SCORES OF FORTY-SIX COLLEGE GIRLS ON THE  
 ROYER PERSONALITY INVENTORY TAKEN IN 1935 AND 1938  
 AS WELL AS DIFFERENCES IN THE SCORE FOR THE TWO YEARS

Case Number	September 1935	January 1938	Difference	Case Number	September 1935	January 1938	Difference
1	82	148	66	24	136	148	12
2	144	91	-53	25	78	90	12
3	70	121	51	26	149	161	12
4	60	102	42	27	117	105	-12
5	100	138	38	28	113	124	11
6	115	152	37	29	128	138	10
7	95	131	36	30	128	138	10
8	115	150	35	31	111	121	10
9	119	87	-32	32	129	119	-10
10	83	113	30	33	121	114	-7
11	103	132	29	34	119	126	7
12	101	127	26	35	126	132	6
13	116	140	24	36	129	135	6
14	111	135	24	37	105	100	-5
15	87	111	24	38	150	146	-4
16	111	134	21	39	117	113	-4
17	89	110	21	40	152	156	4
18	76	97	21	41	96	93	-3
19	101	121	20	42	106	109	3
20	78	98	20	43	122	120	-2
21	109	125	16	44	111	109	-2
22	76	92	16	45	117	116	-1
23	78	92	14	46	112	111	-1

Figure I

COMPARISON OF THE MEANS AND THE STANDARD DEVIATIONS  
FOR THE 1935 AND 1938 SCORES OF FORTY-SIX  
COLLEGE GIRLS ON THE ROYER  
PERSONALITY TEST



The wider range of nineteen points in the scores of the 1935 group, and also the difference of 2.17 in the standard deviation of the means, probably account for the difference between the average increase of twelve points for each score and a difference between the means of only 8.72.

Garrett's<sup>1</sup> formula was used in obtaining the critical ratio of the difference between the means. Since a critical ratio of three or more is regarded as reliable, it will be seen that the difference

1. Garrett, Statistics in Psychology and Education, pp 129-132



between the means is not statistically significant. Recognizing the small number of cases studied and the value (2) of the critical ratio, the results would seem to indicate that there is no significant tendency for self-ratings of personality to change over a period of two and a half years at the college entrance level.

#### A Comparison of Friendship-ratings.

Since the test was built as a self-rating test, many questions could not be answered by even a very close friend. Such questions are: "Do you often have the sensation of falling when going to sleep? Have you ever had spells of dizziness? Do you talk to yourself? Have you ever been afraid that you might jump off when you were on high places?" To eliminate this variable, the gross score was reduced to a ratio between the number of correct answers and the number attempted by the rater. Reference to Figure II will give the graphical distribution and the differences of the two friendship-ratings on this basis.

Before continuing the study of these differences, brief comment should be made upon a further analysis of these data. Of the thirty-eight paired ratings, eleven were made of students with high academic achievement records.<sup>2</sup> The shaded parts of the graph, Figure II,

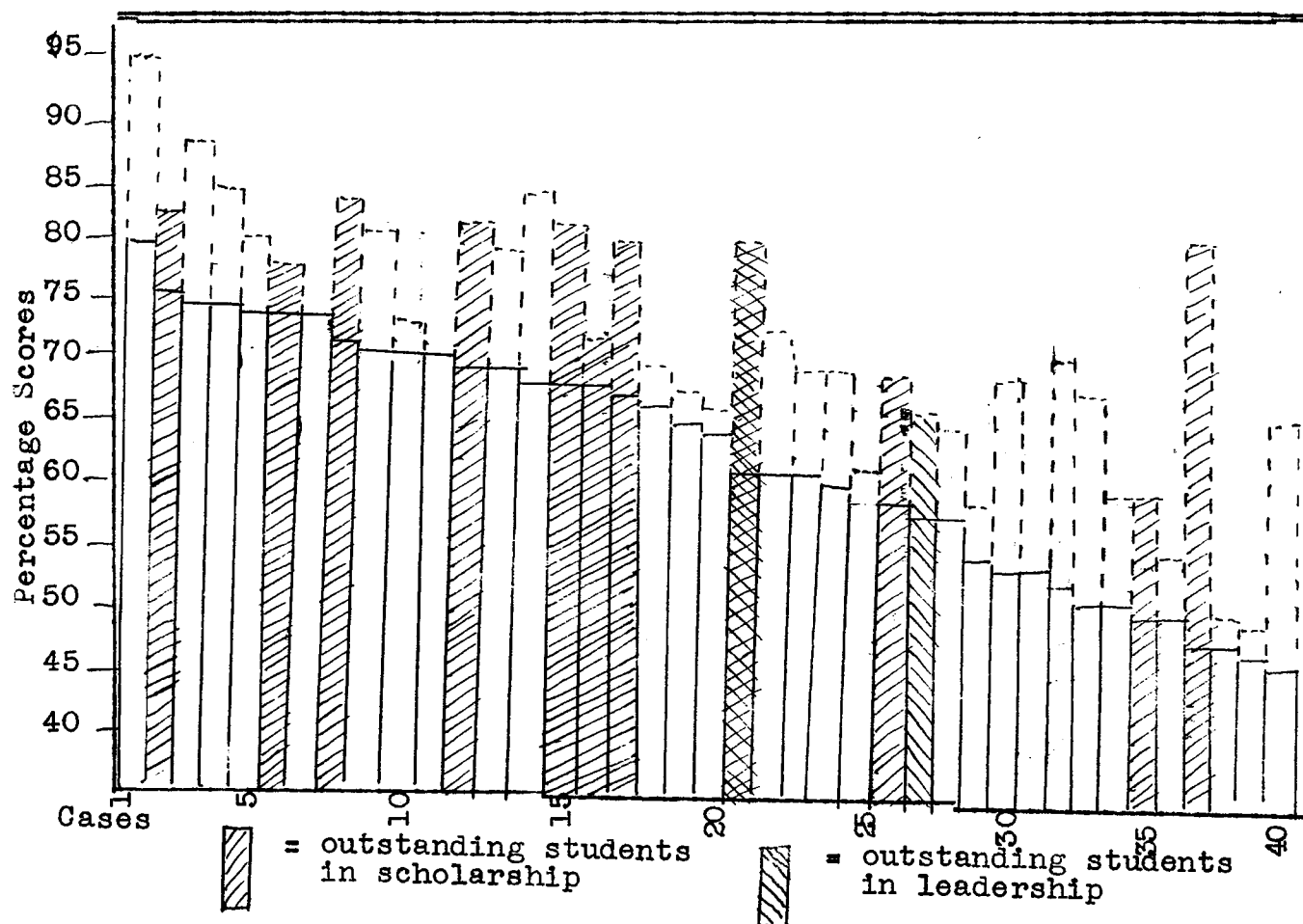
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2. These girls, having a three point average or above, were on the Dean's Honor Roll. When the 16 outstanding students on the campus were chosen, two of this group were also included.

represent these ratings. They are equally scattered throughout the graph and are equally distributed in both the high and the low scores. Further comparisons are made in subsequent tables.

Figure II

A COMPARISON OF THE PAIRED FRIENDSHIP-RATINGS IN TERMS OF THE RATIO BETWEEN THE NUMBER OF RESPONSES INDICATING A WELL-ADJUSTED PERSONALITY AND THE NUMBER OF ANSWERS ATTEMPTED

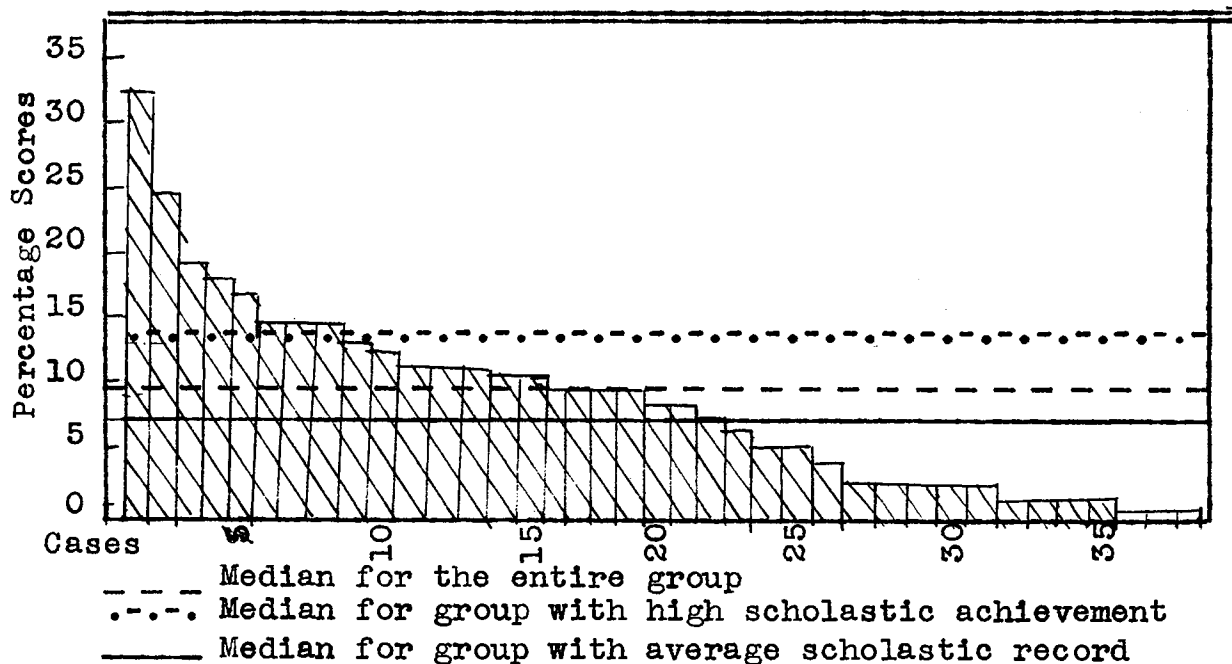


One person's judgment of an individual differs from another's estimate because each sees her friend through a "prejudice-tinted" screen. One's most intimate friends picture that individual in a far more favorable light than even one's close associates.

Figure III illustrates the differences in the friendship-ratings and shows the median of variation for the group: (1) as a whole; (2) of those with a high academic achievement; and (3) of those with average scholastic records.

Figure III

THE DIFFERENCES BETWEEN THE TWO FRIENDSHIP-RATINGS IN TERMS OF THE RATIO OF THE NUMBER OF RESPONSES INDICATING A WELL-ADJUSTED PERSONALITY AND NUMBER OF ANSWERS ATTEMPTED



The average arithmetical variation of the differences of the paired ratings is nine points. Of the thirty-nine pairs of ratings thirteen or more than one-third of the entire group, were rated within three percent of each other by the two friends. Only three pairs of ratings or less than one-thirteenth of the whole group, differed as much as eighteen percent. From these data one may infer that there is a tendency for the friendship-ratings in general to be consistent.

While the results from Figure II show that scholarship has little to do with Personality Ratings those of Figure III indicate that friendship judgments for an individual with high academic achievement are more variable than the judgments for the average student.

The Relationship of Self-ratings with Friendship-ratings.

Both the friendship-rating and the self-rating scores for January 1938 were reduced to a percentage basis in making the comparison between the self-estimate and the friendship-ratings as explained on page 13. An average for the friendship-ratings of each student was made, and the over estimation or under estimation of the self-rating was calculated. Table II shows these data listing the differences in the order of their size.

Table II

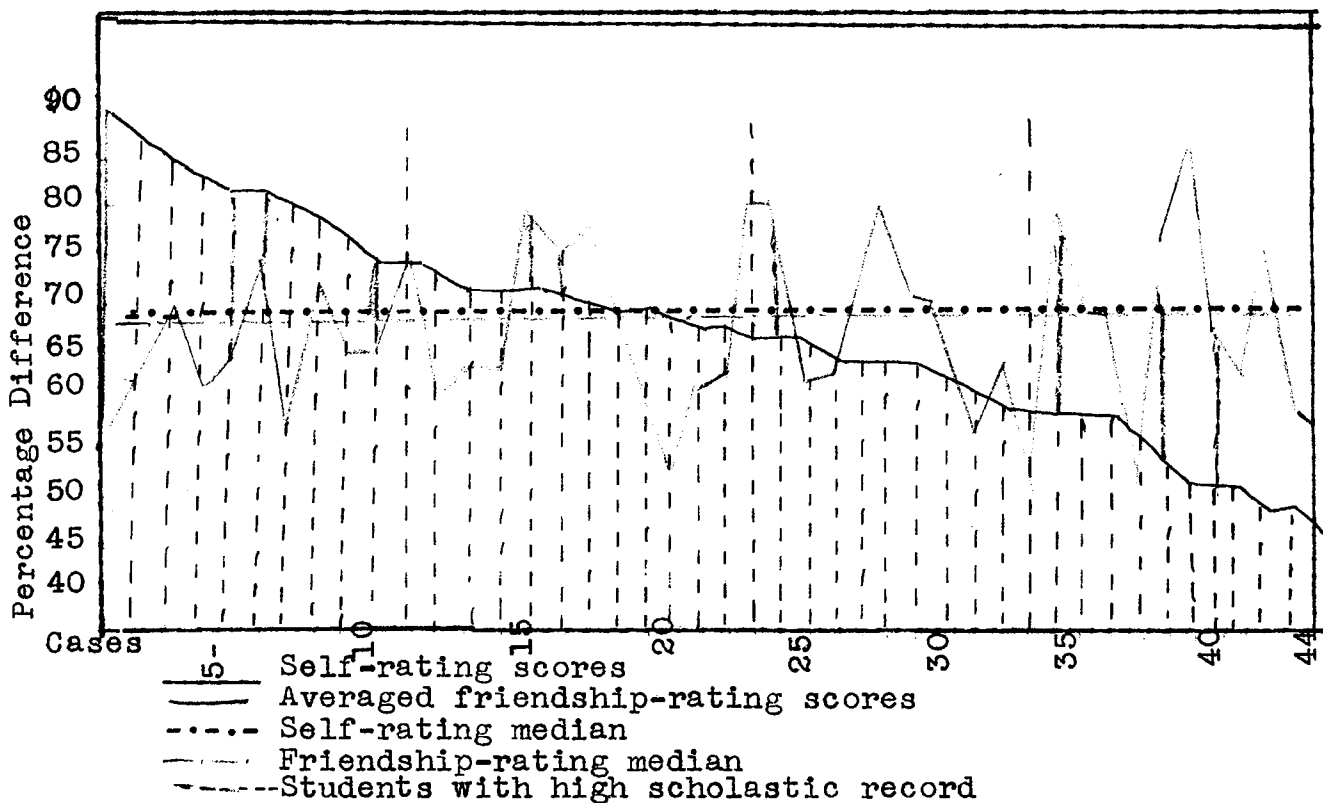
THE PERCENTAGE SCORES OF THE SELF-RATINGS AND THE  
 AVERAGED FRIENDSHIP-RATINGS OF 44 COLLEGE GIRLS ON  
 THE ROYER TEST OF PERSONALITY TAKEN IN JANUARY 1938  
 AS WELL AS THE OVER OR UNDER ESTIMATION AS COMPARED  
 WITH THE FRIENDSHIP-RATINGS

Cases	Self-ratings	Friendship-rating averaged	Difference	Cases	Self-ratings	Friendship-rating averaged	Difference
1	.90	.57	.33	23	.68	.61	-.07
2	.88	.63	.25	24	.67	.81	-.14
3	.86	.72	.14	25	.67	.80	-.13
4	.84	.63	.21	26	.67	.62	.05
5	.83	.75	.08	27	.64	.73	-.09
6	.83	.65	.18	28	.64	.72	.02
7	.81	.57	.24	29	.64	.63	.01
8	.79	.72	.07	30	.64	.80	-.16
9	.77	.65	.12	31	.63	.70	-.07
10	.76	.66	.10	32	.62	.57	.05
11	.75	.75	.00	33	.60	.64	-.04
12	.74	.62	.12	34	.59	.79	-.20
13	.73	.78	-.05	35	.59	.75	-.16
14	.73	.62	.11	36	.59	.69	-.10
15	.73	.62	.11	37	.59	.49	.10
16	.72	.77	-.05	38	.56	.53	.03
17	.72	.75	-.03	39	.54	.76	-.22
18	.70	.67	.03	40	.53	.87	-.34
19	.70	.58	.12	41	.52	.66	-.14
20	.69	.67	.02	42	.51	.63	-.12
21	.69	.52	.17	43	.49	.75	-.26
22	.68	.62	.06	44	.49	.59	-.10

The median for the self-ratings was found to be 67.54 percent and for the friendship-ratings to be 67.16 percent. There is a difference between the medians of only .38 of one percent in favor of the self-ratings. Figure IV presents these data, listing the self-ratings in order of the centile scores.

Figure IV

A COMPARISON OF THE SELF-RATINGS AND THE AVERAGED  
FRIENDSHIP-RATINGS OF FORTY-SIX COLLEGE STUDENTS  
ON THE ROYER PERSONALITY TEST

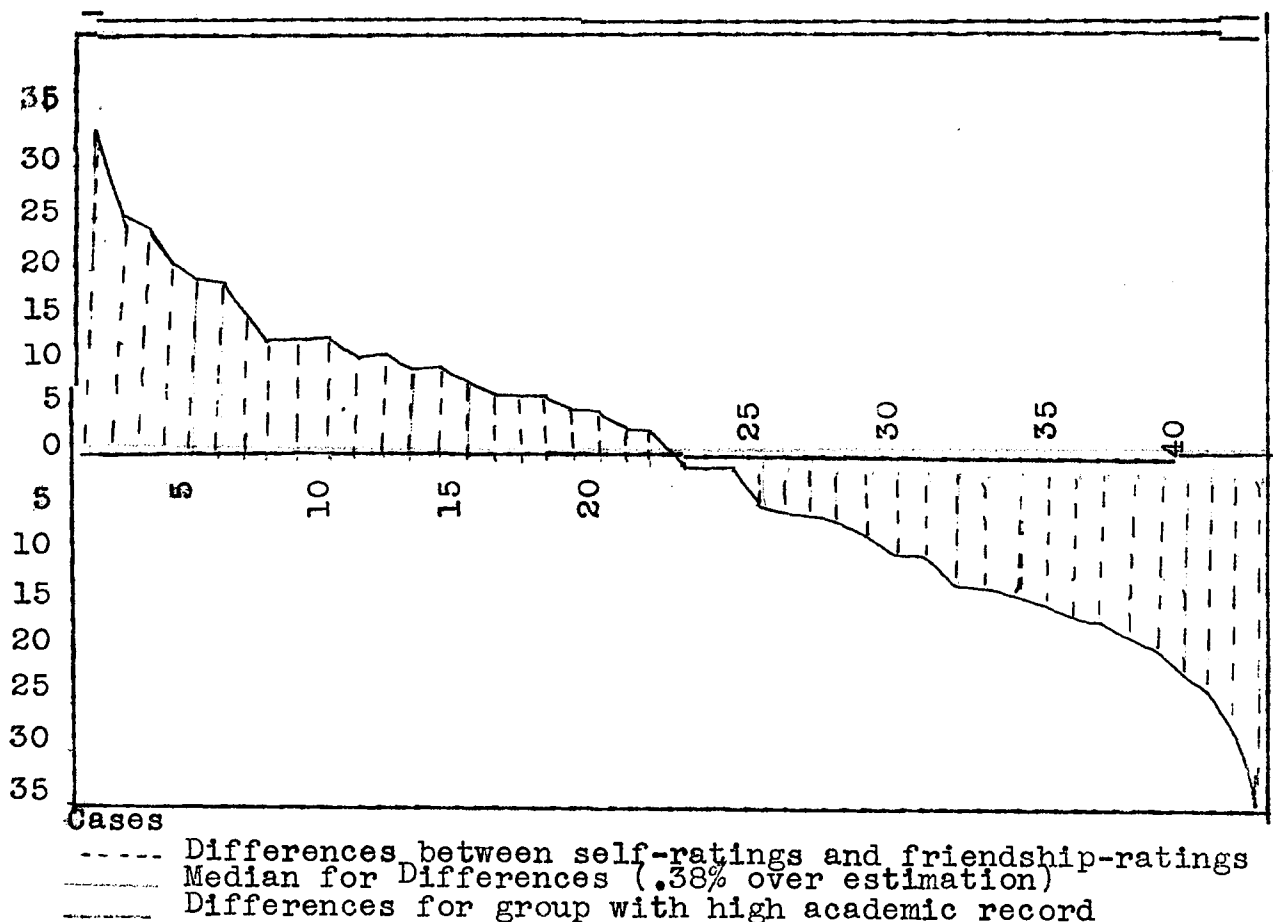


The fact that differences did appear would indicate that the over estimation and the under estimations

canceled each other for the group as a whole. This is verified by further treatment of the data and is illustrated in Figure V, which is a graphic distribution of The differences between the self-ratings and the friendship-ratings. The zero line indicates the students self-rating score. The general conclusion would follow that there is no tendency for over estimation in the self-ratings of college junior and senior women as a group.

Figure V

THE OVER ESTIMATION OR UNDER ESTIMATION OF FRIENDSHIP-RATINGS AS COMPARED WITH SELF-RATINGS OF FORTY-SIX COLLEGE GIRLS ON THE ROYER PERSONALITY TEST



Cogan, Conklin, and Hollingworth<sup>3</sup> made a study of a group of twenty-five college junior women and twenty-five senior women in which each student ranked herself in relation to her twenty-four associates on ten social traits. They showed that while the individuals place themselves too high or too low, according to the desirableness of the trait in question, the self-ratings deviated with a fairly consistent over-estimation from ratings by others.

Kinder<sup>4</sup> used another method of comparing one's opinion of oneself with one's opinion of others. He tested a group of students asking them to rate their ideal girl on the basis of a given list of social traits. Two weeks later he gave the same test, asking them to rate themselves; and finally, after another interval of two weeks he asked them to rate an associate, using the same test. The method revealed a consistent over estimation of self-ratings as compared with the associates rating.

The results from this investigation show that there is equally as large a tendency for under estimation as for over estimation. From the foregoing treatment of these data, the general findings would warrant the conclusion that there is no evidence of "a consistent over estimation" for self-ratings as compared with friendship-ratings.\*

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3. Cogan, Conklin, Hollingworth, An Experimental Study of Self-analysis, Estimates of Associates, and the Results of Tests. School and Soc. 1915, vol. 2, pp. 171-179

4. Kinder, J. S., Through Our Own Looking-glass, School and Soc., 1925, vol. 22, pp. 533-536

\* The complete set of self-rating and friendship-rating scores and ratios are listed in Table III of the Supplement.



CORRELATION BETWEEN THE PERSONALITY SCORES AND THE GRADE POINT AVERAGE.

The correlation was made between the personality scores of the thirty-six non-matriculate freshmen girls and their grade point average for the first semester. The personality scores ranged from 75 to 156 and the grade point averages from 0 to 3.73. Table III present these data.

The Pearson Product Moment correlation method was used. The correlation between the Personality Scores and the grade point averages was found to be .203 with a probably error of .264. This would indicate that there is little or no correlation with even less predictive value of academic success based on personality ratings for the first college semester.

Further treatment of the data showed that three (or 8%) of the group made an average grade of B, (the highest grade point average of the group), eleven (or 31%) made C, and twenty-two (or 61%) made an average of D or less. One student failed completely with a zero point average. And one, ( a thirty-seventh in the group), dropped out at mid-semester, thus leaving no record.

Scroggs<sup>5</sup> in a study of 937 non-matriculate students found that 24.1 percent do not complete the first years work, 60.5 percent do not come back for the third semester and only 2 percent ever graduate from college.

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5. Scroggs, Schiller, unpublished study in the Department of Administrative Research, Okla. Agri. and Mech. College, 1938

Table III

THE PERSONALITY SCORES AND THE GRADE  
POINT AVERAGE OF THIRTY-SIX LOW  
COLLEGE APTITUDE STUDENTS

Cases	Grade Point Average	Personality Rating Scores	Cases	Grade Point Average	Personality Rating Scores
1	3.73	94	19	1.54	81
2	3.71	129	20	1.50	97
3	3.--	94	21	1.50	101
4	2.84	150	22	1.40	156
5	2.75	129	23	1.33	91
6	2.56	103	24	1.25	91
7	2.42	144	25	1.23	105
8	2.40	90	26	1.23	100
9	2.31	92	27	1.15	104
10	2.09	110	28	1.15	120
11	2.08	138	29	1.--	105
12	2.06	105	30	.93	118
13	2.--	90	31	.91	75
14	2.--	118	32	.87	121
15	1.83	108	33	.87	114
16	1.80	102	34	.85	108
17	1.78	99	35	.77	97
18	1.75	156	36	.00	96

While the findings of this study would seem to be congruent with the findings by Scroggs, the results are by no means complete. It would be interesting to make a correlation study of the personality scores and the grade point averages of the two percent of non-matriculate students who complete the required work for graduation.

DIFFERENCES BETWEEN THE PERSONALITY OF THE RURAL AND URBAN GIRLS

The Fifteenth Census of the United States was used as a basis for determining the division of the rural from the urban girl. Table IV, based upon this distinction, classifies girls living on the farm in an urban community as urban; and similarly, girls living in small towns or on farms, as rural.

Table IV

CLASSIFICATION OF DATA FOR THE  
DIVISION OF THE RURAL FROM THE URBAN GIRL

Classi- fication	Total	Live in Town	Live on Farm	No. of Towns Represented
Rural	60	36	24	58
Urban	76	66	10	23
Total	136	102	34	91

The means, the standard deviation of the distribution, and the standard deviation of the means of the totals of each group were calculated, and the difference between the means was found. The critical ratio of the difference between the means was obtained.

The results given in Table V show that the difference of the means between the total urban group and the total rural group is 10.94 and the critical ratio between these means is 2.66.

This relation is also shown in the following graph, Figure VI.

Figure VI

COMPARISON OF THE MEANS AND THE STANDARD DEVIATIONS  
OF ONE-HUNDRED AND THIRTY-FIVE RURAL AND  
URBAN COLLEGE FRESHMEN GIRLS

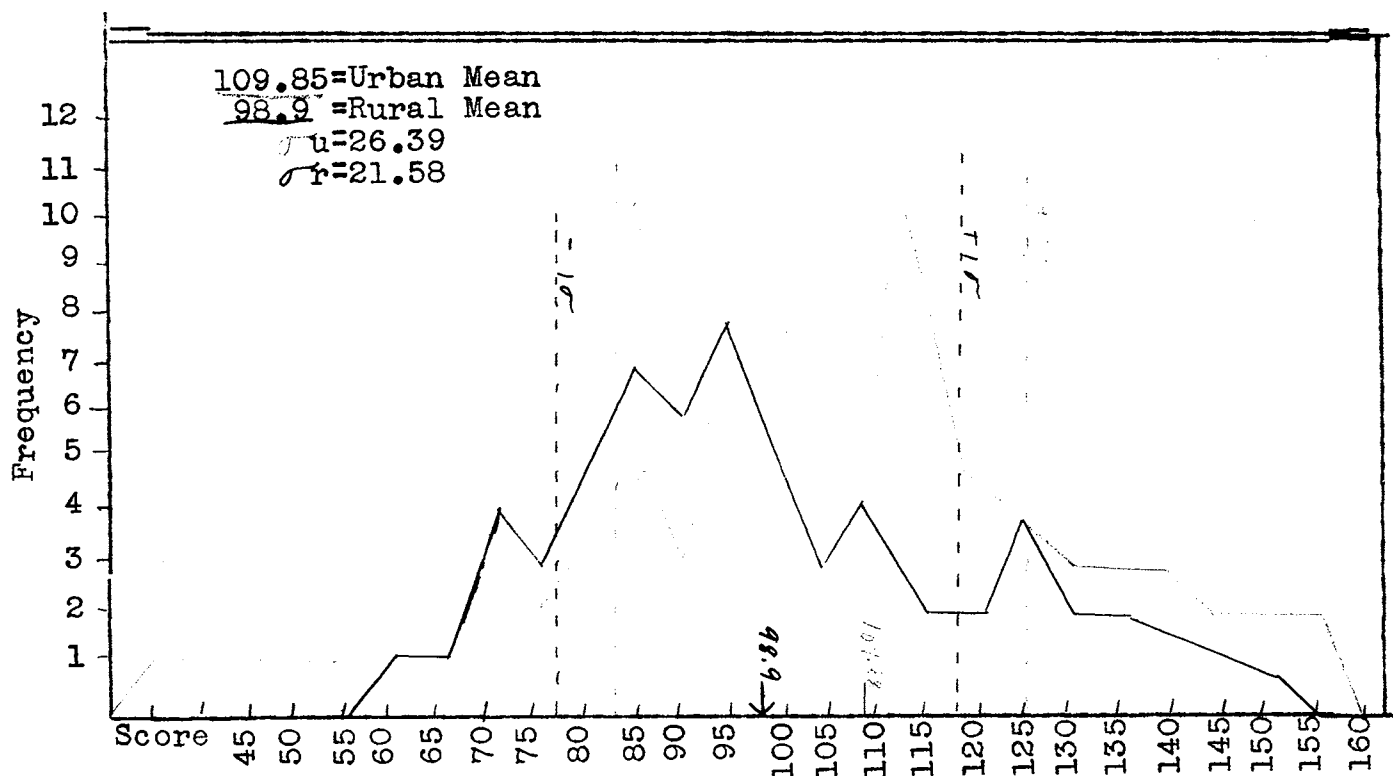


Table V

THE MEANS OF THE PERSONALITY SCORES FOR RURAL  
AND URBAN FRESHMEN GIRLS

Scores	Urban Group (total)	Rural Group (total)	Urban Living in Town	Urban on Living on Farm	Rural Living in Town	Rural on Living on Farm	Total Living in Town	Total on Living on Farm
159-155	2	0	2	0	0	0	2	0
154-150	2	1	1	1	0	1	1	2
149-145	2	0	2	0	0	0	2	0
144-140	3	0	2	1	0	0	2	1
139-135	3	2	3	0	1	1	4	1
134-130	3	2	2	1	1	1	3	2
129-125	4	4	2	2	4	0	6	2
124-120	5	2	5	0	1	1	6	1
119-115	11	2	10	1	2	0	12	1
114-110	3	4	3	0	2	2	5	2
109-105	5	3	5	0	2	1	7	1
104-100	9	4	9	0	4	0	13	0
99-95	6	8	6	0	4	4	10	4
94-90	3	6	1	2	3	3	4	5
89-85	5	7	5	0	4	3	9	3
84-80	3	5	2	1	2	3	4	4
79-75	2	3	2	0	0	3	2	3
74-70	0	4	0	0	4	0	4	0
69-65	2	1	2	0	0	1	2	1
64-60	0	1	0	0	1	0	1	0
59-55	1	1	0	1	1	0	1	1
54-50	1	0	1	0	0	0	1	0
49-45	0	0	0	0	0	0	0	0
44-40	0	0	0	0	0	0	0	0
39-35	1	0	1	0	0	0	1	0
Total	76	60	66	10	36	24	102	34

M = 109.86  
 $\sigma_D$  = 26.39  
 $\sigma_M$  = 3.03

M = 98.92  
 $\sigma_D$  = 21.58  
 $\sigma_M$  = 2.79

M = 109.5

M = 98.1    M = 105.9    M = 103.83  
 $\sigma_D$  = 22.7     $\sigma_D$  = 25.30  
 $\sigma_M$  = 2.2     $\sigma_M$  = 4.34

Critical Ratio between total  
 Rural and Urban Group = 2.66

Critical Ratio between total  
 town and farm group = .41

Since a critical ratio of three or more is regarded as reliable, the reported difference between the means is not statistically significant. But recognizing the limitations of the small number of cases studied, and the positive value of the critical ratio, the results would seem to indicate that there is a probable tendency for less adjustment characterizing the rural girl.

The data available were then studied from another angle. The students who had actually lived on the farm, disregarding the size of the community, were compared with those who had lived in town. It will be found from Table V that there is a difference between the means of 2.07 and a critical ratio of 0.41. This ratio strongly suggests a purely chance selection in the data, and the difference is so small as to be of no practical significance.

It will be noticed also that the mean (109.5) of the urban group, those who actually have lived in town, is very near that (109.85) of the total urban group, and a mean of (98.1) of the rural group, those who have always lived on the farm, is approximately the same as the mean (98.9) of the total rural group. One cannot escape noticing that the highest and the lowest scores were found in the urban group; therefore, giving this group the wider range of scores.

In general, as one reviews the differences in the group analysis of college freshmen, it seems feasible to suggest that the size of the community, perhaps the school,

rather than the student's place of resident, whether on a farm or in town, contributes more to make a dominant, extroverted, non-neurotic person, as measured by the Royer Personality Inventory.

This investigation attempts to determine if there is any difference in the adjustment problems of the rural and urban girls. For the most part the differences have been found in terms of the means and the critical ratio of the means. These results, however, are unsatisfactory for several reasons. They fail to show at what points the rural girl's problems differ from the urban girl's. A method is needed that will show the questions where the greatest differences are to be found.

In order to locate these group difference points, Tables II and III\* were made showing the percentage of "Yes" responses for each question of both the rural and the urban group. With a test used in the study, one can compare the traits in which the two groups differ with those in which they do not.

In this connection it seemed worth while to make a graded comparison of the greatest differences. This will be found in Table VIII.

"Do you like to work with many people around you?" is the question on which the two groups tend to differ greatest. The rural answer "no" and the urban "yes."

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\* See supplement

Table VI

A COMPARISON OF THE GREATEST DIFFERENCES OF THE RURAL  
AND URBAN GROUPS

Difference in Percent	Question Number	Trait Tendency	Group with Highest Score	Biserial r's	Difference in Percent	Question Number	Trait Tendency	Group with Highest Score	Biserial r's
28.9	18	Ext	U	.262	13.5	41	Dom	U	.435
23.8	154	Int	R	.728	13.5	24		U	.407
23.5	33	Ext	U	.077	13.4	57	Others	U	.418
21.7	52	Sub	R	.480	13.4	167	Ext	U	.246
21.6	80	Neur	R	.514	13.4	19	Others	U	.215
20.9	118	Neur	R	.492	13.2	92	Dom	U	.264
20.8	102	Neur	R	.379	13.2	169	Others	U	.338
20.1	182		R	.547	13.0	86	Sub	R	.554
19.3	100		R	.522	12.8	112	Neur	R	.550
19.3	47	Sub	R	.316	12.5	150	Dom	R	.555
18.6	55		U	.327	12.5	106	Dom	R	.321
18.0	137	Int	R	.509	12.5	42		U	.304
17.6	188		R	.356	12.4	32	Neur	R	.460
16.9	127		U	.277	12.3	94	Sub	R	.314
16.6	20	Others	R	.461	12.2	151	Others	R	.454
15.6	45	Dom	R	.211	12.2	174	Others	R	.130
14.9	21		R	.431	11.9	177	Int	U	.326
14.9	156	Ext	R	.458	11.8	115	Int	R	.563
14.6	134	Dom	R	.204	11.6	82	Neur	U	.473
14.6	27		R	.379	11.3	160	Others	R	.417
14.5	114	Dom	U	.346	11.0	6		U	.276
14.5	126	Int	U	.386	10.8	171	Ext	U	.140
14.0	70	Int	R	.379	10.8	54		R	.456
13.9	26	Int	R	.268	10.7	53		R	.472
13.8	180	Int	U	-.166	10.3	87	Neur	R	.374
13.6	135	Neur	R	.548	10.2	147	Others	R	.624

U = Urban R = Rural

Biserial r's with criterion (total score on Questionnaire)  
(Based on 1644 cases-students entering A. & M. College 1935-36)

Highest biserial r, .728, is question 154, second on table.

Lowest biserial r, -.166, is question 180, difference of  
13.8 percent.

Ext = Extrovert  
Dom = Dominant  
Others = Others

Int = Introvert  
Sub = Submissive  
Neur = Neurotic



This would seem to indicate that the urban tend to be more extroverted than the rural.

The next greatest difference is found in the answer to this question, "Do you get discouraged easily?" The urban say "no" and the rural "yes." This is a dominant trait favoring the urban group.

"Do you usually talk spontaneously?" is another question on which the two groups differ greatly. The rural say "no" and the urban say "yes." Again the urban tends to be more extroverted than the rural.

Two other questions of wide difference are, "Do you work by fits and starts?" and "Do you usually shrink when facing a crisis?" Both are answered "no" by the urban and "yes" by the rural.

Of the 188 questions, there were 52 with differences from 10 percent to 29 percent and 31 from 2 percent to 0 percent as answered by the two groups. The complete comparison of the greatest and least differences is found in Table VIII.

From the foregoing treatment of the data one may conclude that: (1) There is no significant difference found between any division of rural and urban grouping. (2) The size of the community, perhaps the school, contributes more to make a dominant, extroverted, non-neurotic college person as measured by the Royer Personality Inventory, than the students residence, whether on a farm or in town. (3) The best and the poorest adjusted personality, as measured by the Royer Personality Inventory, are found in the urban group.

## CHAPTER IV

### Summary and Conclusion

This study was made to determine: (1) whether self-ratings of personality at the college entrance level remain constant over a period of two and a half years of college life; (2) the relationship of associates' ratings and self-ratings; (3) whether personality rating is related to low college aptitude; and (4) whether there is any difference between the Personality Scores of rural and urban freshmen girls.

The data used in making this study was secured in 1935 and 1938 by testing 327 girls with the Royer Personality Inventory, and from the office of the registrar.

The results as analyzed and tabulated in Chapter III may be summarized as follows:

1. The Personality Rating Scores of college students remain constant over a period of two and a half years.

2. Friendship-ratings, in general, are consistent.

3. There is no evidence of "a consistent over estimation" in the self-ratings of college junior and senior women as a group.

4. There is equally as large a tendency for under estimation as for over estimation in self-rating when compared with friendship-ratings.

5. Friendship judgments for an individual with high academic achievement are more variable than the judgments for the average student.

6. There is no correlation between the Personality Scores and the grade point average on non-matriculate students.

7. There is no statistically significant critical ratio found between any division of rural and urban grouping.

8. The best and the poorest adjusted personality are found in the urban group.

9. The size of the community, perhaps the school, contributes more to make a dominant, extroverted, non-neurotic college person, as measured by the Royer Personality Inventory, than the students residence, whether on a farm or in town.

In conclusion, the findings of this study show that the personality of college girls changes slowly, if at all. Treatment of the data seems to indicate that college training has little influence on personality. It is likely that the fundamental traits of the student's personality are formed before she enters college.

Table I

## RURAL GROUP

Ques. No	Total Resp.	Yes Resp.	\$	No Resp.	Ques. No	Total Resp.	Yes Resp.	\$	No Resp.	Ques. No	Total Resp.	Yes Resp.	\$	No Resp.	Ques. No	Total Resp.	Yes Resp.	\$	No Resp.
1	52	19	34.6	33	41	51	32	62.8	19	81	59	19	32.2	40	121	55	27	49.1	28
2	59	28	47.5	31	42	55	31	56.4	24	82	58	33	36.9	25	122	59	9	15.3	50
3	51	37	72.6	14	43	57	41	72.0	16	83	57	19	33.4	38	123	59	36	61.1	23
4	51	29	56.9	22	44	54	14	26.0	40	84	53	21	39.7	32	124	57	30	52.7	27
5	55	43	78.2	12	45	51	28	55.0	23	85	57	34	59.7	23	125	59	12	20.4	47
6	58	48	82.8	16	46	57	9	15.8	48	86	55	30	54.6	25	126	57	25	47.9	32
7	58	27	46.6	31	47	57	25	43.9	32	87	57	32	58.2	23	127	51	29	56.9	22
8	50	34	68.0	16	48	57	10	17.6	47	88	44	19	43.1	25	128	52	27	52.0	25
9	56	46	82.2	10	49	53	40	75.5	13	89	57	15	26.4	42	129	54	50	92.6	4
10	58	27	46.6	31	50	52	47	90.4	5	90	58	33	56.9	25	130	53	29	54.8	24
11	58	50	86.3	8	51	53	8	15.1	45	91	56	17	30.4	39	131	58	22	38.0	36
12	55	49	89.1	6	52	48	19	39.2	29	92	55	27	49.1	28	132	52	23	44.3	29
13	56	35	62.5	21	53	57	28	49.2	29	93	52	40	77.0	12	133	54	19	35.2	35
14	58	31	53.5	27	54	54	35	64.9	19	94	55	35	63.7	20	134	50	37	74.0	13
15	51	17	33.4	34	55	56	34	50.8	22	95	57	31	54.4	26	135	54	30	55.6	24
16	56	34	60.5	22	56	52	23	44.0	29	96	59	17	29.0	42	136	58	17	30.0	41
17	49	34	68.8	15	57	52	34	65.4	18	97	54	27	50.1	27	137	58	22	38.0	36
18	55	12	21.9	43	58	59	12	20.4	47	98	58	24	41.4	34	138	60	6	10.1	54
19	58	39	67.3	19	59	56	10	17.9	46	99	57	22	38.6	35	139	54	24	44.5	30
20	56	40	71.5	16	60	55	49	89.1	6	100	55	35	63.7	20	140	52	39	75.1	13
21	60	40	66.7	20	61	58	37	63.8	21	101	60	23	38.4	37	141	56	6	10.8	50
22	57	32	56.0	25	62	54	31	57.5	23	102	56	30	53.6	26	142	55	36	65.5	19
23	53	25	47.0	28	63	59	16	27.2	43	103	56	26	46.5	30	143	51	20	39.3	31
24	57	47	82.5	10	64	52	10	19.3	42	104	56	31	55.4	25	144	52	29	75.1	13
25	54	39	72.3	15	65	50	23	46.0	27	105	52	40	77.0	12	145	54	13	24.1	41
26	47	30	63.9	17	66	46	8	17.4	38	106	45	31	68.8	14	146	57	15	26.4	42
27	59	25	42.4	34	67	54	30	55.6	24	107	59	12	20.4	47	147	55	15	27.3	40
28	59	31	52.6	28	68	58	34	58.7	24	108	55	28	51.9	27	148	55	39	71.0	16
29	54	36	66.7	18	69	55	32	58.2	23	109	57	48	84.3	9	149	52	18	34.7	34
30	57	31	54.4	26	70	56	43	76.8	13	110	55	26	47.3	29	150	58	35	60.4	23
31	50	38	76.0	12	71	56	32	57.2	24	111	59	43	73.0	16	151	58	23	39.7	35
32	55	42	76.4	13	72	57	23	40.4	34	112	55	20	36.4	35	152	58	12	20.4	46
33	49	24	39.0	25	73	56	28	50.1	28	113	57	34	59.7	23	153	54	18	33.4	36
34	55	26	47.3	29	74	50	33	66.0	17	114	55	39	71.0	16	154	55	27	49.1	28
35	56	34	60.6	22	75	54	25	46.3	29	115	52	34	65.4	18	155	57	31	54.4	26
36	48	28	59.2	20	76	55	30	54.6	25	116	56	31	55.4	25	156	54	27	50.1	27
37	54	16	29.7	38	77	53	11	20.8	42	117	55	33	60.1	22	157	45	34	75.6	11
38	52	15	28.9	37	78	58	30	51.8	28	118	58	21	36.3	37	158	56	18	32.2	38
39	54	27	50.0	27	79	50	36	72.0	14	119	55	20	36.4	35	159	52	13	25.1	39
40	51	44	86.3	7	80	58	27	46.6	31	120	57	40	70.2	17	160	55	34	61.9	21

Table I

## RURAL GROUP

Ques. No	Total Resp.	Yes Resp.	%	No Resp.	Ques. No	Total Resp.	Yes Resp.	%	No Resp.	Ques. No	Total Resp.	Yes Resp.	%	No Resp.	Ques. No	Total Resp.	Yes Resp.	%	No Resp.
161	57	23	40.4	34	168	56	21	37.5	35	175	58	18	31.1	40	182	51	22	43.2	29
162	54	32	59.3	22	169	54	27	50.1	27	176	60	9	15.0	51	183	57	21	36.8	36
163	55	29	52.8	26	170	57	7	12.2	50	177	52	25	48.1	27	184	56	20	35.8	36
164	53	27	51.0	26	171	54	34	63.0	20	178	55	17	31.0	38	185	55	24	43.7	31
165	56	20	35.8	36	172	56	37	66.1	19	179	56	22	39.3	34	186	56	27	48.3	29
166	54	4	7.5	50	173	52	27	52.0	25	180	49	23	47.0	26	187	55	16	29.1	39
167	53	30	46.7	23	174	54	40	74.1	14	181	54	11	21.9	43	188	52	26	50.1	26

Table 11

Ques. No	Total Resp.	Yes Resp.	%	No Resp.	Ques. No	Total Resp.	Yes Resp.	U R B A N   G R O U P				Yes Resp.	%	No Resp.	Ques. No	Total Resp.	Yes Resp.	%	No Resp.
								No	Ques.	Total	Yes								
1	71	19	26.4	52	48	74	13	17.5	61	95	71	36	50.7	35	142	70	50	71.4	20
2	71	35	49.3	36	49	67	55	82.0	12	96	72	16	22.2	56	143	74	27	36.4	47
3	70	45	64.4	25	50	73	68	93.1	5	97	72	35	48.6	37	144	68	50	73.5	18
4	62	35	56.5	27	51	72	5	6.9	67	98	73	23	31.5	50	145	63	17	26.9	56
5	73	64	87.5	9	52	74	13	17.5	61	99	71	26	36.6	45	146	75	14	18.6	61
6	72	67	93.2	5	53	70	27	38.5	43	100	72	32	44.4	40	147	76	13	17.1	63
7	74	39	52.7	35	54	72	39	54.1	33	101	71	24	33.8	47	148	72	50	69.4	22
8	67	42	62.5	25	55	72	50	69.1	22	102	73	24	32.8	49	149	72	22	30.5	52
9	68	55	81.0	13	56	70	30	42.8	40	103	69	28	40.5	41	150	73	35	47.9	38
10	70	34	48.5	36	57	71	56	78.8	15	104	70	35	50.0	35	151	64	17	26.5	47
11	77	61	79.2	16	58	75	15	19.9	60	105	66	49	74.2	17	152	74	8	10.8	66
12	72	63	87.5	9	59	70	13	18.5	57	106	55	31	56.3	24	153	72	21	29.1	51
13	71	43	60.7	28	60	70	59	84.2	11	107	73	10	13.6	63	154	67	17	25.3	50
14	76	34	44.8	42	61	70	46	65.7	24	108	71	37	52.1	34	155	71	35	49.2	36
15	66	23	34.8	43	62	71	34	47.8	37	109	72	61	84.7	11	156	71	25	35.2	46
16	64	36	55.2	28	63	74	22	29.7	52	110	72	32	44.4	40	157	66	54	81.8	12
17	67	43	64.2	24	64	69	16	23.1	53	111	72	49	68.0	23	158	71	23	32.3	48
18	73	37	50.8	36	65	69	30	43.4	39	112	72	17	23.6	55	159	64	18	28.1	46
19	67	54	80.7	13	66	63	17	26.9	46	113	69	36	52.1	33	160	73	37	50.6	36
20	73	40	54.9	33	67	68	32	47.0	36	114	69	59	85.5	10	161	69	32	46.3	37
21	74	31	41.8	43	68	69	46	66.6	23	115	69	37	53.6	32	162	66	42	63.6	24
22	67	33	49.4	34	69	71	48	67.6	23	116	72	36	50.0	36	163	73	32	43.8	41
23	75	32	42.7	34	70	70	44	62.8	26	117	70	37	52.8	33	164	70	37	52.8	33
24	73	70	96.0	3	71	72	36	50.0	36	118	71	11	15.4	60	165	69	18	26.0	51
25	69	53	76.9	16	72	73	27	36.9	46	119	71	25	35.2	46	166	68	8	11.7	60
26	68	34	50.0	34	73	70	39	55.7	31	120	71	49	69.0	22	167	67	47	70.1	20
27	72	20	27.8	52	74	74	46	62.1	28	121	68	27	39.7	41	168	72	22	30.5	50
28	74	43	58.2	31	75	71	33	46.4	38	122	75	6	7.9	69	169	71	45	63.3	26
29	65	41	63.2	24	76	72	35	48.6	37	123	67	40	59.7	27	170	68	2	2.9	66
30	74	38	51.8	36	77	72	11	15.2	61	124	72	32	44.4	39	171	65	48	73.8	17
31	68	46	67.9	22	78	70	39	55.7	31	125	73	16	21.9	57	172	71	48	67.6	23
32	70	45	64.0	25	79	72	57	79.1	15	126	72	45	62.4	27	173	71	44	61.9	27
33	69	43	62.5	26	80	71	28	39.4	43	127	65	48	73.8	17	174	71	44	61.9	27
34	72	31	43.0	41	81	70	20	28.5	50	128	71	34	47.8	37	175	71	17	23.9	54
35	71	50	70.4	21	82	75	34	45.3	41	129	74	69	93.2	5	176	73	17	23.2	56
36	69	47	68.1	22	83	70	19	27.1	51	130	73	47	64.3	26	177	70	42	60.0	28
37	71	17	23.9	54	84	67	24	35.8	43	131	69	27	39.1	42	178	71	20	28.1	51
38	72	22	30.5	50	85	69	37	53.6	32	132	71	32	45.0	39	179	71	33	46.4	38
39	70	29	41.4	41	86	72	30	41.6	42	133	69	22	31.8	47	180	74	45	60.8	29
40	69	60	86.9	9	87	73	35	47.9	38	134	69	41	59.4	28	181	69	13	18.8	56
41	72	55	56.3	17	88	63	33	52.3	30	135	71	30	42.0	41	182	69	16	23.1	53
42	74	51	68.9	23	89	68	15	22.0	53	136	73	26	35.6	47	183	69	24	34.7	45
43	70	49	70.0	21	90	65	23	35.3	42	137	70	14	20.0	56	184	73	22	30.1	51
44	75	15	19.9	60	91	72	23	31.9	49	138	73	6	8.2	67	185	73	33	45.2	40
45	71	28	39.4	43	92	69	43	62.3	26	139	69	29	42.0	40	186	69	35	50.7	34
46	71	12	16.9	59	93	67	51	76.1	16	140	68	53	77.9	15	187	71	22	30.9	49
47	73	18	24.6	55	94	70	36	51.4	34	141	71	10	14.0	61	188	68	22	32.3	46

Table III

THE SELF-RATING AND FRIENDSHIP-RATING SCORES OF FORTY-SIX COLLEGE GIRLS ON THE ROYER PERSONALITY INVENTORYNUMBER OF QUESTIONS OMITTED IN EACH TESTFROM WHICH A PERCENTAGE SCORE WAS OBTAINED

Cases	Self-Rating Sept.--1935	Self-Rating Jan.--1938	Questions Omitted	Friendship Rating	Questions Omitted	Friendship Rating	Questions Omitted	Friendship Rating	Questions Omitted
1	152	156	0	144	0	126	18		
2	150	146	222	102	40	88	22	113	20
3	149	161	1	103	24	57	117	134	5
4	144	91	14	107	27	113	0		
5	136	148	0	118	41	106	45		
6	129	135	7	137	20	93	0	112	9
7	129	119	0	131	0	111	22		
8	128	138	0	129	25	78	16	128	0
9	128	138	4	134	10				
10	126	109	28	99	2	125	13		
11	122	120	0	118	0	92	42		0
12	121	114	24	80	72	124	0		
13	119	87	0	81	0	106	33		
14	119	126	12	126	39	109	31		
15	117	105	9	99	45	101	0		
16	117	116	0	116	1	95	1		
17	117	113	27	102	0	117	0		
18	116	140	7	131	0	85	48		
19	115	152	0	103	0	108	0		
20	115	150	0	69	85	121	4	102	1
21	113	124	2	114	0	117	0		
22	113	134	39	116	0	91	4		
23	112	111	0	155	0	144	0		
24	111	109	26	108	43	124	45		
25	111	121	0	122	46	87	71		
26	111	135	0	145	10	130	0		
27	109	125	0	144	27	138	0		
28	105	100	0	150	0	124	57		
29	103	132	8	137	22	129	10		
30	101	127	0	128	0	102	0		
31	101	121	0	140	0	135	0		
32	100	138	1	107	3	84	60		
33	96	93	17	154	0	132	0		
34	95	131	8	111	10				
35	89	110	0	135	9	121	24		
36	87	111	28	96	0	83	33		
37	83	113	0	150	0	94	0	118	0
38	82	148	10	85	2	130	8	128	0
39	78	92	0	150	0	132	0		
40	78	90	35	95	0	95	0		
41	76	92	0	76	74	98	0		
42	76	97	0	94	51	96	23		
43	70	121	0	137	0	126	13		
44	60	102	5	66	45	116	7	92	0

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## PERSONALITY QUESTIONNAIRE

DO NOT WRITE NOR MARK ON THIS SHEET. Turn it in, unsoiled, when you have finished.

DIRECTIONS: The questions on this sheet are concerned with your interests and habits. They have nothing to do with your grades or your intelligence. There are no right nor wrong answers.

Each question can be answered with yes or no. If your answer is "Yes," make an "X" in the first answer square on the answer sheet. If it is "No," make an "X" in the second answer square. If you cannot decide which is more nearly true, make your "X" in the third answer square. Always make sure that the answer number corresponds to the question number.

1. Do you get "rattled" easily?
2. Do you worry over possible misfortunes?
3. If you see an accident do you quickly take an active part in giving aid?
4. In selling or soliciting, do you accept "no" readily and try the next prospect?
5. Do you like to be with people a great deal?
6. Can you remember most of the errands and details of your daily routine?
7. Do you get stage fright?
8. Do you like to visit automobile shows?
9. Do you prefer to be alone at times of emotional stress?
10. In a difficult or distasteful task, are you easily diverted?
11. Have you been the recognized leader (president, captain, chairman) of a group within the last five years?
12. Do you like to convince others of your point of view?
13. Do jeers humiliate you even when you know you are right?
14. Do you often have the sensation of falling when going to sleep?
15. Do you keep in the background at social functions?
16. Do you usually value yourself and your abilities highly?
17. Do you ever take the lead to enliven a dull party?
18. Do you like to work with many people around you?
19. Are you systematic in caring for your personal property?
20. Do you get discouraged frequently?
21. Do your feelings alternate between happiness and sadness without apparent reason?
22. If there is someone that you desire to know, do you make repeated efforts to bring about a meeting or introduction?
23. Are you usually considered to be indifferent to the opposite sex?
24. Can you stand "kidding"?
25. Can you be optimistic when others about you are greatly depressed?
26. Do you like to keep quiet when out in company?
27. Do you get tired of work quickly?
28. Do you often experience periods of loneliness?
29. Do you frequently yield to pleasure at the neglect of duty?
30. Have you ever had spells of dizziness?
31. Are you introspective (turn your attention inward to your own thoughts and ideas)?
32. Are you often considerably upset when unsuccessful in any undertaking?
33. Do you usually talk spontaneously?
34. Do you get upset easily?
35. Do you ordinarily consider carefully the motives of others?
36. Do you approach difficult tasks methodically?
37. Do you feel that you are not satisfactorily adjusted to life?
38. Do you think you are often regarded as queer?
39. Do you like to work alone rather than with people?
40. If you unburden at all, do you do so only to close friends?
41. Do you find your way about new places easily?
42. Are you often sentimental?
43. Do you usually keep in fairly uniform spirits?
44. Do you like to limit your acquaintances to a select few?
45. Do you usually make a schematic plan in gaining your ends?
46. Are you habitually absent-minded?
47. Do you find it difficult to refuse a solicitor for funds if you are not interested in the cause?
48. Do you usually remain unconcerned when things go wrong with your personal affairs?
49. Do you persevere in spite of failure?
50. Do you like to go to social gatherings?
51. Do you usually pay serious attention to rumors?
52. Do you usually shrink when facing a crisis?
53. Do you have difficulty in concentrating your thoughts?
54. Does criticism disturb you greatly?
55. Do your moods change readily?
56. Are you easily influenced by convention or public opinion?

57. Do you usually stay by a task until it is finished?
58. Are you often frightened in the middle of the night?
59. Are you easily persuaded to change your opinion or belief?
60. Do you like to take an active part in conversations going on around you?
61. Can you usually express yourself better in speech than in writing?
62. Do you often hesitate on making decisions in the ordinary course of the day?
63. Does it frighten you to be alone in the dark?
64. Do you ever upbraid a workman who fails to have your work done on time?
65. Do you often feel lonesome when you are with people?
66. Do people regard you as extremely systematic?
67. Are you much affected by the praise or blame of other people?
68. Do you often feel self-conscious because of your personal appearance?
69. Do you like to have people watch you do things that you do very well?
70. Do you day-dream frequently?
71. Do you worry too long over humiliating experiences?
72. Are you frightened by lightning?
73. Do you work according to some schedule or plan?
74. Are your feelings easily hurt?
75. Does it make you uncomfortable to be "different" or unconventional?
76. Does the thought of an earthquake or a fire frighten you?
77. Does your heart sometimes pound in your ears so that you cannot sleep?
78. Does some particular useless thought keep coming into your mind to bother you?
79. Are you thrifty and careful about making loans?
80. Do you often act on suggestions quickly, rather than stopping to think?
81. Are you troubled with the idea that people are watching you on the street?
82. Have you ever been extremely afraid of something that you knew could do you no harm?
83. Do you find it difficult to get rid of a salesman?
84. Do you like to spend your vacation at some quiet place rather than at a lively resort?
85. Do you dread the sight of a snake?
86. Do you lack self-confidence?
87. Are you easily moved to tears?
88. Are you extremely energetic?
89. Does admiration gratify you more than achievement?
90. Do you work by fits and starts?
91. Does it frighten you when you have to see a doctor about some illness?
92. Have you ever organized any clubs, teams, or other groups on your own initiative?
93. Are your feelings hurt by remarks or actions referring to you?
94. Have you frequently been depressed because of low marks in school?
95. Do ideas often run through your head so that you cannot sleep?
96. After you have made a decision, are you easily influenced by other suggestions?
97. Do you blush easily?
98. Are you troubled with shyness?
99. Do you ever talk to yourself?
100. Do you have ups and downs in mood without apparent cause?
101. Do your interests change rapidly?
102. Do things ever swim or get misty before your eyes?
103. Have you usually expressed yourself best in writing?
104. Do things often go wrong for you from no fault of your own?
105. Do you experience many pleasant or unpleasant moods?
106. Do you usually succeed at selling?
107. Have you ever felt that someone was hypnotizing you and making you act against your will?
108. Are you slow in making decisions?
109. Do you frequently make plans for your future work?
110. Are you ever bothered by feeling that things are not real?
111. Do you very much mind taking back articles you have purchased at stores?
112. Do you usually feel fatigued when you wake up in the morning?
113. Do you frequently have spells of "blues"?
114. Do you usually work things out for yourself rather than get someone to show you?
115. Are you often self-conscious in front of strangers?
116. Are you often in a state of excitement?
117. Are people sometimes successful in taking advantage of you?
118. Do you have the habit of leaving tasks unfinished?
119. Do you get upset easily?
120. Have you ever crossed the street to avoid meeting some person?
121. Do you like to be by yourself a great deal?
122. Are you bothered by the feeling that people are reading your thoughts?
123. Can you stand criticism without feeling hurt?
124. Have you often avoided members of the opposite sex?
125. Have you ever been afraid that you might jump off when you were on high places?
126. Do you find it difficult to speak in public?

127. Do you like to take on responsibilities?
128. Are you troubled with feelings of inferiority?
129. Do people ever come to you for advice?
130. Do you usually know just what you want to do next?
131. Do you often feel just miserable?
132. Are you greatly embarrassed if you have greeted a stranger whom you have mistaken for an acquaintance?
133. Do you often indulge in self-pity when your luck is bad?
134. Are you willing to take a chance alone in a situation of doubtful outcome?
135. Do your moods often change without apparent cause?
136. Do you consider yourself rather a nervous person?
137. Do you frequently feel grouchy?
138. Are you often troubled with poor health?
139. Do you blush very often?
140. Are you considered "steady" and not "flighty"?
141. Do you prefer to associate with people who are younger than yourself?
142. Are you in general self-confident about your abilities?
143. Do you often find that you cannot make up your mind until the time for action has passed?
144. Do you make friends easily?
145. Do you think you could become so absorbed in creative work that you would not notice a lack of intimate friends?
146. Do you get angry easily?
147. Are you easily discouraged when the opinions of others differ from your own?
148. Are you often sorry for things that you do?
149. Do you often talk to yourself?
150. Do you feel self-conscious in the presence of superiors in the academic or business world?
151. If you were confronted with a difficult problem, would you be likely to give up after one or two trials?
152. Have you ever tried to argue or bluff your way past a guard or doorman?
153. Do you like to have quiet amusements rather than exciting ones?
154. Do you get discouraged easily?
155. Are you touchy on various subjects?
156. Does it bother you to have people watch you at work even when you do it well?
157. Are you strongly motivated by ambition?
158. Have books been more entertaining to you than companions?
159. Would you say that you are usually cynical about members of the opposite sex?
160. Do you sometimes envy the happiness that others seem to enjoy?
161. Do you have difficulty in starting a conversation with a stranger?
162. Do you usually think a great deal before deciding anything?
163. Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
164. Do you move deliberately when walking, dressing, etc.?
165. Does your mind often wander so badly that you lose track of what you are doing?
166. Do you like to stay at home during a social affair?
167. Do you take the responsibility for introducing people at a party?
168. Are you frequently in low spirits?
169. Can you stick to a tiresome task for a long time without someone's prodding or encouraging you?
170. Are you a radical (want to change the world instead of adapting yourself to it)?
171. Do you find that people are more stimulating to you than anything else?
172. Do you like to confide in others?
173. Do you find that telling others of your own personal good news is the greatest part of the enjoyment of it?
174. Do you make repeated efforts to recover a lost article?
175. Are you troubled with the idea that people on the street are watching you?
176. Does it make you uneasy to have to cross a wide street or open square?
177. Do you greatly dislike being told how you should do things?
178. Are you usually critical of others?
179. If you came late to a meeting would you rather stand than take a front seat?
180. Are you a good rationalizer (able to give good reasons for your actions)?
181. Does discipline make you discontented?
182. Are you frequently burdened by a sense of remorse?
183. Do you have difficulty in making up your mind for yourself?
184. Do you often rewrite letters before mailing them?
185. Are you often in a state of excitement?
186. Do you like work which requires painstaking manipulations?
187. At a reception or tea do you feel reluctant to meet the most important person present?
188. Do you think much about it when praised?

Last name					First name					Name of test					Date					Score																					
Instructions: Make an "X" in the square corresponding to the answer chosen on the test. Do not write on, nor mark on, the test. For true-false items, use only the first two columns, as indicated.																																									
1	T	F	3	4	5	16	T	F	3	4	5	31	T	F	3	4	5	46	T	F	3	4	5	61	T	F	3	4	5	76	T	F	3	4	5	91	T	F	3	4	5
2						17						32						47						62						77						92					
3						18						33						48						63						78						93					
4						19						34						49						64						79						94					
5						50						35						50						65						80						95					
6						51						36						51						66						81						96					
7						52						37						52						67						82						97					
8						53						38						53						68						83						98					
9						54						39						54						69						84						99					
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11						56						41						56						71						86						101					
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34						79						64						79						94						109						124					
35						80						65						80						95						110						125					
36						81						66						81						96						111						126					
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38						83						68						83						98						113						128					
39						84						69						84						99						114						129					
40						85						70						85						100						115						130					
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43						88						73						88						103						118						133					
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Typist: Wall